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ABSTRACT

This document contains eight papers presented at a conference held to commemorate the 50th anniversary of the founding of the graduate school of adult education at Ohio State University. After a foreword by David Boggs, the following papers are included: "Reflections on the Commission of Professors of Adult Education" (Burton Kreitlow); "Reflections on the Early Years of Graduate Study in Adult Education at the Ohio State University" (Andrew Hendrickson); "Reflections of Former Graduate Students in Adult Education at the Ohio State University: A Panel Discussion" (Carolyn Minus, Anne Bostwick, Jay McCreary, Ellen Beck, James Smith); "Adult Education and the Adult Educator of the Future" (Roger Hiemstra); and "Analyzing Higher Continuing Education" (Jerold Apps). Lists of the conference planning committee and conference participants complete the document. (KC)

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Proceedings of the Golden Anniversary Conference on Graduate Study in Adult Education

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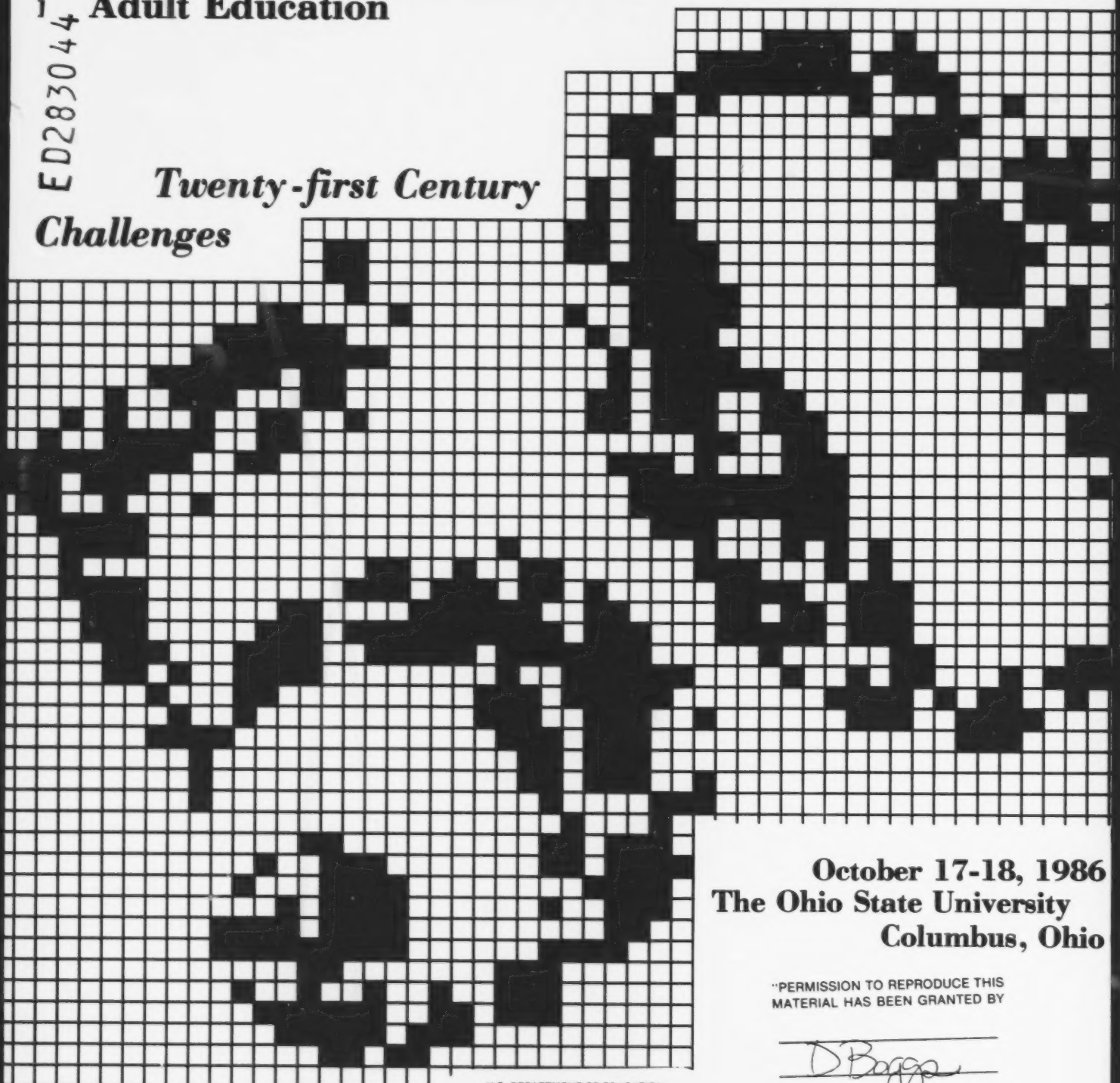
Twenty-first Century Challenges



October 17-18, 1986
The Ohio State University
Columbus, Ohio

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David L. Boggs, Editor
The Ohio State University

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GRADUATE STUDY IN ADULT EDUCATION:
21ST CENTURY CHALLENGES

October 17 - 18, 1986

The Ohio State University

Columbus, Ohio

Conference Sponsors:

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Department of Educational
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AN EARLY MEETING OF THE COMMISSION OF PROFESSORS OF ADULT EDUCATION (circa 1958 or 1959)

Seated (L-R): John McKinley, Malcolm Knowles, Jack London, Watson Dickerman, Wilson Thiede

Standing, first row (L-R): George Aker, James Whipple, Wilbur Hallenbeck, Glen Jensen, Paul Sheets, Coolie Verner, Paul Bergevin, Martin Chamberlain, Gale Jensen

Standing, last row (L-R): Andrew Hendrickson, Wesley Meirhenry, Burton Kreitlow, Robert Smith, Cyril Houle, Howard McClusky, Roy Minnis

Photo courtesy of Burton Kreitlow

FOREWORD

The Ohio State University has provided graduate study in Adult Education for over 50 years. We decided to observe this milestone with a Golden Anniversary celebration. The University of Chicago, Columbia University, and The Ohio State University pioneered development of the knowledge base for professional practice in adult education. Today over 100 institutions of higher learning in the United States and Canada are contributing to this professional field of study.

A planning committee, over a 12 month time period, explored potential themes, content and purposes to be achieved through observance of this anniversary at The Ohio State University. Should the focus be on the problems and opportunities prominent in the practice of adult education; or on social policy, political realities, and legislative developments; or perhaps on the contributions of adult education to a rapidly changing world? In the end the committee decided that all of the above could be incorporated in a conference focused on the preparation of adult educators through graduate education: past, present, and future. The culmination of the committee's efforts was a two-day conference, "Graduate Study in Adult Education: 21st Century Challenges." On October 17-18, 1986, graduates of The Ohio State University program, faculty, students, and friends convened in Columbus, Ohio.

Presentations were made by Andrew Hendrickson and Burton Kreitlow concerning the early years of graduate study and the role of the Commission of Professors of Adult Education in its evolution. A panel of former graduate students: Ellen Beck, James Smith, Jay McCreary, and Anne Bostwick, moderated by Carolyn Minus, offered personal reflections on their graduate student experience while at The Ohio State University.

Former graduate student Ellen Ford blended words with music to recreate her memories of the graduate student experience. Roger Hiemstra provided glimpses of possible futures for professors, students and practitioners. Reflections on philosophical principles that inform our professional lives and enable us to resolve conflicts and dilemmas were presented by Jerold Apps.

William D. Dowling, Professor of Adult Education at The Ohio State University, and I were pleased to accept, from James V. Bina, President of the Ohio Association for Adult and Continuing Education (OAACE), a certificate of recognition honoring this program of graduate study for its many contributions to adult education in Ohio, the nation and the world. It is proudly displayed in our offices.

Throughout the two-day celebration considerable dialogue ensued concerning merits of alternative emphases in the preparation of adult educators. Implications for future curriculum and programmatic decisions facing graduate programs in adult education were explored in small group discussions. Essential elements of graduate programs identified in the groups included: expanding mentoring and networking opportunities for graduate students; designing programs of study that reflect the challenges confronted in this dynamic field of professional practice; providing opportunities for internships with competent and thoughtful practitioners; developing competence to conduct and utilize research in adult education; fostering an international perspective; and instilling in future adult educators an attitude of continuing career development.

Jan Eriksen and James V. Bina gave significant assistance in editing and organizing this manuscript. We gratefully acknowledge their contribution and the work of Roseann Pavlick and Margaret Hart who did the typing.

In the press of teaching, advising, publishing and serving, there are few occasions for reflecting on what has been and speculating on what might be. Our hope is that these proceedings will provide a conference summary and greater insight into the dimensions of graduate study in adult education: past contributions, present realities, and future challenges.

David Boggs
Associate Professor of Adult Education
The Ohio State University
June 1987

REFLECTIONS ON THE COMMISSION OF PROFESSORS OF ADULT EDUCATION

Burton W. Kreitlow
Emeritus Professor, University of Wisconsin

What I am talking about this morning are my personal observations of the Commission of Professors of Adult Education and its impact from 1955 to 1986. "What was it like when you were young, Grampa?" This I was asked by the committee planning this golden anniversary. So I am going to tell you what it was like. I am going to talk about the Commission. During its first twenty years, the Commission of Professors of Adult Education provided the most stimulating, exciting, and challenging time any professor of adult education could experience. I was there. I had joined the Wisconsin staff in the fall of 1949 and prior to that, one course in adult education had been offered intermittently beginning in 1936. The time the graduate program started at Ohio State, Wisconsin in its wisdom followed with a single course. Now I assumed when I joined the Wisconsin faculty that I was employed to develop the graduate program so that's just what I did. Its formal approval came in 1951 and at the time it was really for the masters program. But again, I was getting wise to the vagaries of department meetings and I slipped in a little note, masters and Ph.D., and evidently it wasn't noted until three years later when my first candidate came up and they looked back in the minutes and it was there. So that is when the program started there, 15 years behind Ohio State's.

Burton Kreitlow, Emeritus Professor, University of Wisconsin, and another founding member of the Commission of Professors of Adult Edcuation was a Distinguished Visiting Professor at The Ohio State University in 1975-76.

I retired from the University of Wisconsin in 1981 and had the privilege of seeing the graduate program grow; however, at the time, the time Andy was full-blown in the Ohio program and I was the novice in the Wisconsin program, we really didn't know much about what it was all about or if we did we were not spreading the word. I missed the first pre-planning meeting of the Professors of Adult Education in 1955. A group from nine universities met in Alerton Park, Illinois and decided to meet formally the next year. The second meeting was in St. Louis, and I did attend. From there on, in my judgment, it was all uphill. That even includes the times after 1976 when Howard McClusky and I would attend the opening session, then we would move out in the hall and have a mini-conference second to none. I think we were getting tired of the Commission meetings about that time and we found that we went back to the old days. You can appreciate from what I have said that this is really going to be a personal report. It is going to be an uphill walk through the history of the Commission. In it I am going to look at the Commission meetings from my own perspective. I will note how the Commission itself influenced the Wisconsin program of graduate study and toward the end I will make this report scientific by using the word "random" a time or two. Random thoughts about. There are three headings here that I am going to deal with: Commission programs, Commission products, and random thoughts.

Now I attended Commission meetings searching for information. I didn't know what a graduate program in adult education should be. There was no bible for graduate study in adult education. We had a program in Wisconsin, but it really was very little beyond agricultural extension and I was a pure novice in the broader field. So I went to the Commission meetings and listened. After two or three meetings, I had shaped some

definite opinions and this report being history I am going to pass these opinions on to you. These are opinions related to other universities and to their professors of adult education. I think it is essential that I comment on Andy Hendrickson. He was not one of the most vocal participants. I have a suspicion that Andy too was listening. Andy was Ohio State's program in adult education. From my observation at the time, it was a program in parent education. Rightly or wrongly I established categories for each university and its professors. By nature and by training I am a sociologist and I tend to categorize, structure, and design and build models. I move too rapidly but it is fun moving rapidly. Too rapidly to categorize people. So I am going to tell you how I categorized the professors of adult education. Andy was parent education. McClusky of Michigan was psychology one day and community development the next. Bergevin and McKinley of Indiana were religious education plus an interest in continuing education for nurses. Verner from Florida was method and technique and if you ever used them incorrectly when Coolie was around you were straightened out. Dickerman from UCLA was liberal adult education during the day and jazz at night. Jack London from Berkeley was social action. And then there were the great discussers on any topic. Gail Jenson from Michigan, Allen Thomas coming in from Canada, Malcolm Knowles from the Adult Education Association, and Sandy Liveright from Syracuse and the Center for the Study of Liberal Education of Adults. These guys could talk on anything, could write on anything, and question on anything, and answer on anything. And of course there was Cyril Houle, no category would be sufficient to hold him. A problem for a sociologist. I never did understand his graduate program at the University of Chicago and I doubt that they did because when he left it left.

The most complete program in adult education at that time was Teacher's College, Columbia University. Wilbur Hollenbeck, who passed away two weeks ago, Paul Essert, Paul Sheets, Irving Lorge, Edmund DesBrunner, and a few others. In there was a combination of sociology, psychology, Americanization, we now pretty much call it literacy, and social action. There were other programs too. Rose Colon's at Penn State--small program. Alex Charter's at Syracuse--small program. Carol Dillion's at Michigan State and new professors were being added to existing programs yearly. For example, Will Sledy of Wisconsin, Bob Smith at Indiana, then moved to Northern Illinois. The last I heard he was in China. In fact I think Bob Smith was the only one of that group in the 50s that is still not an emeritus professor. There were a few individuals other than professors invited to attend. These persons were respected as resources and perhaps as knowledgeable as we in shaping graduate programs. We as professors were a bit selfish in selecting for attendance with us only those we believed had the resources and knowledge and the know how to help us rather than disrupt us. We were disruptive enough as a group not to invite disrupters in. We wanted help and we selected people who could help us. Most important of these was a cadre from the Center for the Study of Liberal Education of Adults. Jim Whipple, Glen Burch, Sandy Liveright and Pete Segal. Keeping us somewhat in line but occasionally leading us astray was Leland Bradford from the National Training Center, the Group Dynamics people. Grace Stevenson from the American Library Association, Homer Kepper from the U.S. Office of Education, Joe Mathews from the U.S. Department of Agriculture and Joe Mery from Labor Education.

During the first 10 years of the commission I became acquainted with them all. In a very real sense the next 10 meetings of the Commission shaped me as a professor and actually shaped the development of the graduate program at Wisconsin. I was naive enough to listen, put the ideas into practice, and head a program at an institution that allowed me to do it. I believe the Commission enriched the programs at other institutions also. Ohio State became much more than parent education after Andy completed each session of verbal fencing. Most of us were altering our perception of graduate study in Adult Education. Some not as much as others but some with almost totally altered points of view. Many of the established programs improved. New programs were starting up at a more sophisticated level than were those already underway. And several would fold. Of the 15 graduate programs in Adult Education prior to 1955, only eight are viable today. There were 16 universities offering courses and granting masters and Ph.D. programs in adult education in 1961 and 1962. Today's list is much longer, but the number of strong programs has not increased. Some of the programs developed after those early years of the Commission are now giants in the field. Georgia and North Carolina State are two; I think Northern Illinois is moving into that category and then there are some of those in the early years that just don't exist anymore. I joined the Commission knowing that I did not know it all. In listening to the discussions I soon learned that several of the professors did know it all. Curious enough they did not agree with each other. That helped me a great deal. It was fortunate for me that my institution was willing to put adult education ideas into practice. Of course, there was the usual institutional, bureaucratic, unadulterated crap that you would have to wade through if your boots were big enough and your back was tough enough and you were persistent enough. But it was not too difficult to

shape the program at Wisconsin from an integration of the ideas coming from the Commission meetings. And these ideas worked because in 1981 the University of Wisconsin graduate program was selected as the top one in the nation. It was the Commission's work, not its image but its product.

And now I would like to go to my second point which is the product of the Commission. Some other graduate programs were shaped by the Commission, but so was I shaped by the Commission. Graduate program content as I learned it and tried to implement it was directly related to those know-it-alls who inhabited the Commission. I am really not casting negative remarks about these people who thought they knew it all. They helped a great deal. They were dedicated and bright, even brilliant. They were tough to deal with. For me the Commission was far superior to any graduate program that I think could be devised. It's just too bad that commissions can't start up and run for 20 years and die and then start up again and have 20 very productive years and then die. You might suggest that down at the Commission meetings in Florida. We spent hours in open discussion covering in depth the areas that later became part of all graduate programs. Programs covered included, but were not limited to, first our philosophy of education in general and adult education in particular. Part of what we discussed and fought over had to do with our own objectives and the objectives of students as if one ever knows what they are. The processes and procedures in teaching adults. And we had to separate that from techniques and methods in order to get Coolie Verner to talk about either of them. And program development, the philosophy of it--its approaches and its implementation. And evaluation of programs. We were all novices on evaluation compared to the status of evaluation in higher education today. We were just kids. Even the know-it-alls were kids when it came to evaluation.

Second in importance was our discussion of the psychology of adults. Then we dealt with socialization and its impact on the social world and on adults. And somehow we got into some bitter battles on whether or not it was the sociology of adults. That is one of the things we learned not to identify as the sociology of adults. We had to use other terms or we would get bogged down. And then we had an area that we spent time on, namely learning through history. We had some people who really felt that adult educators ought to be historians and it is through history we would move the field ahead. And finally we spent time on the philosophy of research. Now this was assumed by some and ignored by others. I assumed that research was part of a graduate program. In fact I really couldn't listen--cognitive dissonance-- to those who really didn't believe that research was part of a graduate program. I really didn't know what their arguments were because I wouldn't listen but we spent a lot of time on that. And then other disciplines and fields of study did come up. Sometimes they consumed hours of our time. An example is the question once asked, "Why shouldn't we develop a program similar to that of the medical profession. Let them get through four years and then put them through two years so they get their first adult education degree and then give them another two years in the field to really give them their doctor's degree?" We spent a half day on that one time.

We talked about other fields--social work, communication, library science, labor education, and in more recent years the controversy between quantitative and qualitative research. Computer technology started coming in the more recent years and its application to graduate study. But those first 20 years were over and the impact of these later discussions I think I missed. The discussions related to the topics I mentioned prompted the Commission to make two important commitments during those 20 years. One,

to write a book, Adult Education, Outlines of an Emerging Field of Graduates of University Study. Can you imagine a group of 11 prima donnas and ending up with 24 prima donnas? Actually putting a book together and having it published. That is absolutely amazing. It is hard enough with a committee of three to do a book let alone a commission to do a book. This was a commitment of the professors. The other product that they had was letting someone else do the work and this was a case where they used funding from the Kellogg Foundation. The people that they supported were interesting. Wisconsin got the support, I advised the study and George Aker, one of the top professors of adult education in the country, was my assistant. And also a couple of other retired people but we had very limited funds and the outcome of that were two documents in different forms: Educating the Adult Educator: Concepts for the Curriculum and another one, Educating the Adult Educator: Taxonomy of Needed Research. These are the products of the Commission and their dedication to spend some of their time and money on those.

I was developing a program at home in Wisconsin through this kind of intense activity several times a year. Not just Commission meetings by the way but committee meetings where we would grab funds from wherever we could get them and sometimes from our own pockets and have committee meetings of professors from various institutions. There is one setting I will never forget--one of those days in history that you will never forget. I was in a committee meeting working on a Commission question in Washington, D.C. the day John Kennedy was shot. And this was a subcommittee of the Commission where five different people got together and worked two days: morning, noon, and night. It's rather interesting there were a couple of people on that Commission who could write all night after discussing all day. Malcolm Knowles is one. Sandy Liveright was

another. And if you would give these two people a stimulating, all-day discussion and ask if they wouldn't write it up that night, they would go off to a room and they would have it by morning. That's an amazing ability that some of those people have. We knew who had it. And they did it. That was a tangent.

We get very committed to the outcomes of our work and thus as we start shaping programs we have an awful time to reshape them. For example, one three-credit course that I developed in 1949 when I joined the staff at Wisconsin, I guess it is still the entry course to adult education. It changed about 1960 as a result of the Commission's influence. It was a major change. I saw how weak, how inexperienced, how narrow I had been when I set it up so I made major changes in 1960. And in 1968 it was revised again because of some institutional incentives. As most professors learned to do I met institutional demands using the opportunity to bring in new content as the structure was revised. You try not to change the names; that is hard to do. The original three-credit course was changed to five one-credit modules. And in the process infiltrated the requirements for elementary and secondary education certification so that they could meet some of their requirements by taking some adult education. I last taught it in 1981, but the course is still going. What does it look like today? Don't ask. In spite of the changes, I think there is too much that looks like it was in the 1949 version. I was reading the minutes of a recent meeting of the department that are now sent to me. They waited five years before they started sending me the minutes because they knew then that I would not start butting in on them. I discovered that they are now offering the full series on-site in the Credit Union National Association which is the headquarters in Madison.

There is a positive side to continuity as well as the negative. It is not all negative that something stays, but with frequent staff changes in graduate programs an organized forward thrust can be lost. We need to keep in mind that there is a need for continuity and there is also a need for making the changes.

Most adult educators are conference and going to meetings people and I have been one. Which meetings most affected my career as a professor? Clearly, it was the Commission. I suggest it had a great impact on every professor in adult education involved in those early meetings. There was a job to do, we needed help, we helped each other, we went beyond our member group, and the field flourished. The limited funding received from the Kellogg Foundation produced more than many of its multi-million dollar projects.

Now I am going to end with some random thoughts. With the field of adult education under-going rapid change, there was no way that the field could be encapsulated or deliberately moved by the Commission. Yet some adult educators were afraid that we, the professors, would take over. Most of these were administrators. At the time, most of the Commission members resisted outside forces and were more concerned with catching up than in revising the field of adult education. Even more we were being changed by the students who were coming into the programs. This was a case definitely that while we were trying to develop the field, new graduate students were coming and changing the field. The Commission in a way was readying us for that influx of students that was changing. An example of how the student population changed at Wisconsin. In 1956 about 80% of all of our graduate students were from the fields of agriculture and home economics. By 1966 it was down to about 60% and then down to 30% very rapidly. Today less than 20% are from agriculture and home

economics. Who replaced them? By 1966 they were being replaced by adult basic education people, by in-service directors of business and industry and a beginning of the flow of foreign students. By 1976 the long-term perception of the Indiana people in terms of the health sciences was finally breaking into adult education and the health science students were flocking to the adult education programs. Even some administrators were coming in when they finally realized that adult education was worthy of their special gifts. Human resource development students arrived as did a few training directors. Now in 1986 adult education is so well established that no professional vocational or service field seems to ignore it. Students come from sources not even considered 40 years ago or even 10. I think the same can be said for the employment of graduate students who leave the programs. They just go into all kinds of fields. Now what did this rapid change do for the staff and what will it do over the next 50 years? I see a few alternatives and only one would I choose if my career was beginning. Here are the three alternatives. Continue as it is, you will become redundant, you can be a sociologist and watch the program decline and draw your decline lines, and some are going to do this because they are going to refuse to make judgments and to make decisions. That is one of the things that is going to happen.

Two, programs will in a sense recognize that they have to be continuous learners, that there is a change in the culture, and that they have to keep up. There will be many that do this, and they will believe that it is adequate to do this. It is rather popular to keep up with the changes in society.

But there is a third way. That is being the continuous learner of two, work harder, expand the program, bring in new specialities faster than they develop out in the culture. In other words, getting ahead of the game instead of making the adjustment. Help the field and the field people in agriculture, health sciences, law and industry adjust to what you are doing. Which of these would I choose? With the kind of fun and challenging experiences I had as a professor during those first 20 years in the Commission, I don't think there is any question. Number three, to try to get ahead would be the most stimulating, the most exciting, and the most challenging role to take. It's the struggle that makes being a professor worthwhile.

Now what does this say to Ohio State? Fifty years from now I would like to be back and listen to Bill Dowling and Dave Boggs tell you what it was like in 1986. They are going to say how they adjusted, how they added staff, how they reshaped the program and the rapid change in society between 1986 and 1996 and how their efforts and the efforts of other great institutions improved that society. I would say good luck, Bill and Dave. Now that football at Ohio State is being placed in its proper perspective, let Adult Education be number one.

REFLECTIONS ON THE EARLY YEARS OF GRADUATE STUDY IN ADULT EDUCATION AT THE OHIO STATE UNIVERSITY

Andrew Hendrickson
Emeritus Professor, The Ohio State University

Burt was right. Graduate adult education here is very closely tied in with parent education. I want to say to Boggs and Dowling, I think you did a grand thing by planning this celebration. A new profession, like adult education, does very well to look back and be aware of its beginnings, to note the benchmarks of growth along the way and to try to some extent to direct its future. By benchmarks I mean such things as we should never forget that Abraham Lincoln signed the first federal law in support of adult education and should we never forget the good work that Seaman Knapp did in bringing agricultural education to the southern states or that great Hatch Act of 1887 that brought research into the extension programs. And those great vocational acts, the Smith-Lever, Smith-Hughes, and George Dean and more recently let's remember that the first overall umbrella organization of adult education which was born in Cleveland in 1926 was the American Association for Adult Education (not forgetting, of course, that NEA had a Department of Immigrant Education back in 1924).

Dr. Kreitlow has given you a broad background of development of the profession as a whole covering a lot of universities and I have been asked to paint the picture of what happened at Ohio in developing our program here. I think I have a good grasp of how this all began although the precise moment of birth may be clouded and the dates may be off a year one way or another so I will try to sketch this in. In preparing this paper I am very much indebted to my wife, Nora Jane, who wrote her dissertation in

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Andrew Hendrickson, founding member of the Commission of Professors of Adult Education received his Ph.D. from Columbia University and was an adult educator in Cleveland before becoming a professor of Adult Education at The Ohio State University from 1947-1967.

parent education. One chapter in it had to do with parent education on the national level and one chapter on how it developed in Ohio. By the early 1920s there was a very strong push in the direction of parent education. I am not sure how this started, maybe it was the aftermath of World War I, but you can see some evidence of this on the national level in the establishment in Washington of a bureau for child development. In New York you had the Child Study Association with its various programs and you have very phenomenal growth in the Congress of Parents and Teachers. Locally, we had a very strong push in parent education. The Ohio Congress had a phenomenal growth and it became very active in this field. By 1928 the Ohio Congress appealed to the State Department of Education and The Ohio State University to establish state-wide programs in parent education. State funds were provided and a staff person was hired who divided her time between the University and the State Department and this whole thing became known as the State Plan for Parent Education. This work went forward under the leadership of Dr. Jessie Charters. Mr. Charters had come here in 1925 to take over the Bureau of Educational Research and his wife, Jessie Charters, was given the job of heading up adult education.

When this program of parent education started state-wide, the University put it in her department and the new staff member was a young lady who had just graduated from Psychology, by the name of Dr. Almanie Nelson. This program grew to have a director, assistant director, two nursery school teachers, a field worker, and a secretary. These people did some work throughout the state that developed here on the campus. Surveys and conferences indicate that about 19 colleges and universities had started programs in parent education or were on the verge of starting. Here at Ohio State's Education Library I found the College of

Education catalogs from 1929, '30, and '31. They contained course listings in adult education as well as parent education, advanced parent education and courses that dealt with graduate students and parents who wish to observe children in a nursery school. Which reminds me to tell you that Dr. Charters and Dr. Nelson set up a nursery school in connection with their parent education program. By the way, I saw a picture of this school one time and I got the address and I went to see where this was just before I left here in the late '60s. It was on North High Street just opposite where the Arps parking garage is now. I went in back of the building. I think there is a commercial facade on it, and sure enough there was a back porch and the lawn just like it had been 30 years previously only there were no parents or children there.

At this time a new note comes in. Herschel Nisonger, for whom there is a building named on this campus, had been in the College of Agriculture for about four years. He had become assistant dean or something like that. He took a year off in 1928 and went to Teachers College of Columbia for a masters degree, finished in 1929 and came back in 1930. He transferred from the College of Agriculture to the College of Education and joined Dr. Charters in her Department of Adult Education. What a wonderful thing that was for our program here because by 1932 the Depression really reached the colleges and universities. It began in 1929 and the business and labor people got hit in 1929, 1930, 1931 but by 1932 the bottom had dropped out and it finally hit the universities. I remember that the two Charters were told that one of them could have a job but not two in the same family, which you can understand. But Mr. Nisonger did not lose his job, he only lost 10 percent of his salary. I remember him telling me, "You know I have been here eight years and I just got my salary up to $5,000 and before I could enjoy it they lopped off

$500 of it." That is an indication of what those times were like. Herschel was on a line of the budget so he got a cut but he didn't lose his job. When I came here 15 years later, Herschel was teaching adult education, parent education, holding seminars, and supervising masters degrees in Adult Education. Many people in agriculture got their masters' with him.

In the early 1930s a teacher from Toledo by the name of Olive Woodruff enrolled for a doctorate and she divided her time between elementary education and parent education. She wrote her dissertation in parent education and she graduated in 1935. Her dissertation had to do with the quality and quantity of information furnished by the print media, namely newspapers and magazines and so on to parents about child rearing. As I recall, she found that doctors gave the best information but that it was rather technical and tended to emphasize physical development over emotional and mental. In 1935 she graduated and became our first graduate with a doctoral degree in adult education.

I would like to go back for a moment to the Ohio plan. To show you that old good ideas never die, they just hibernate and wait their time, shortly after I arrived on campus the Ohio Congress asked all state universities plus Case Western Reserve in Cleveland to send representatives down to a meeting in the Deshler Wallace Hotel and discuss whether they should set up programs for training lay leaders. The idea was met favorably, then a model conference was held in the same hotel which lasted three days. This was under the leadership of a lady by the name of Ethel Kaywin from the University of Chicago. She was a specialist in parent education. Thereafter, all these state universities plus Case Western Reserve held annual workshops in parent education. I believe we held them for 15 years in a row.

An interesting sidelight on the development of a doctorate in adult education. In the early years of the Roosevelt administration there were several programs to alleviate unemployment, and one of them was the WPA. The WPA subsidized teachers, musicians, writers, and artists. It gave these people a living wage which at that time was considered to be $94 a month. In New York City several of these programs already had masters degrees so they petitioned Teachers College Columbia to set up a doctoral program in adult education. Teachers College did this under the leadership of Edmund D. S. Bruner and then they brought over a sociologist from Union Theological Seminary and they brought in Lyman Bryson who had been doing adult education through the museums. They used the services of Irving Lorge who had been assistant to the great psychologist Thorndike and so this faculty started a program leading to the doctorate. The first two graduates were Wilbur Hallenbeck who later became my adviser and Bill Stacey from Iowa. They both graduated in 1935 the same year that Olive Woodruff did here. But Wilbur Hallenbeck's initials came first in the alphabet so they always said that Wilbur was Teachers College's first graduate.

Well I am going to be brief. I would like to say how good it is to look around here and see some of my former students. Ruth Haltman came over from Home Economics. She later became the Dean of Home Economics in Kansas State University. In 1951 came Knute Rochte who headed up the Junior College in the University of Toledo, Ohio. By the way his adviser was Mr. Nisonger but I think I had quite a bit to do with his program. In 1955 there was John Holden and John Spence. John Spence became head of the Department of Education at Bethany College, West Virginia and also director of their summer session. Dr. Holden, here, who has been my pride and joy all the years after being at Michigan State for a couple of years,

went to Washington and headed up the Graduate School in the Department of Agriculture. He had one of the largest and best programs in adult education east of the Mississippi, enrolling as high as 30,000 students as well as many specialized programs which he held in Princeton and Williamsburg. My wife Nora Jane came along in 1958 and in the early 1960s there was Joe Blair and Sam Stallman. Sam Stallman is out in Wisconsin and the Milwaukee branch and is heading up something called the Division of Criminal Justice. There was Dr. Arthur Maydry who got his degree in 1963. There are some others who come to mind. There was Mos Molanski who majored in research and adult education. He went over to join the Israel Zold Foundation in Israel and he was quoted in Time magazine one time. Wilson Head from Chicago got into a social work program in Canada. This is the end and I appreciate very much being here.

REFLECTIONS OF FORMER GRADUATE STUDENTS IN ADULT EDUCATION AT THE OHIO STATE UNIVERSITY: A PANEL DISCUSSION

Carolyn Minus, Moderator

We are going to continue the creative reminiscence begun by our first two presenters this morning and turn to those who have had experience in the graduate study program at The Ohio State University. The panelists will present their reflections about the relevance of graduate study in Adult Education at The Ohio State University for their personal and professional lives. They have had experience in this program spanning the years from 1969 through 1986. Two of these persons have masters degrees and two of them have doctorates from Ohio State in Adult Education. I understand that there have been perhaps 300 or 400 graduate degrees conferred in the area of Adult Education at Ohio State over the past 50 years. The bulk of those have been masters degrees. The four presenters were selected by the planning committee, to represent the diversity of experience and professional opportunities in the field of adult education. Collectively they have a wealth of real life experience. I am going to introduce all four of them now to you and they will each speak for about 15 to 20 minutes in the order in which I introduce them. Afterwards we will have questions and answers.

The first presenter is Anne Bostwick. She received her masters degree in Adult Education in 1978. She is presently a career education specialist at the Center for New Directions here in Columbus, Ohio. The Center for New Directions works primarily with women who are displaced homemakers. She is also doing some part-time work at Riverside Hospital's Elizabeth Blackwell Center in Columbus, working in their program of community courses.

Carolyn Minus is a M.A. candidate in Adult Education.

The second presenter will be Jay McCreary who received his masters degree in 1982. He is the Director of the Center for Human Resource Development at Marion Technical College. He is also a consultant with a private sector firm providing training in learning styles, learning theories, team building, and creative problem solving.

Next will come Ellen Beck, a 1986 Ph.D. graduate. She is Professor of Psychology at Sinclair Community College (SCC) in Dayton, Ohio. She has been a faculty member at Sinclair for about 15 years. She is currently serving three-fifths of her time as coordinator of the Sinclair Ohio Fellows, a leadership development program, and two-fifths of her time this year is devoted to being coordinator of SCC's centennial activities. After this year she will go back to two-fifths time teaching in the psychology program.

Our fourth presenter will be James Smith who received his Ph.D. in 1971. James started his Adult Education graduate study at Wisconsin under Burton Kreitlow. And he said it was too cold for him in Madison. So he came to Columbus. I am not sure how much of an improvement that may have been, but it got him further south. Now he has gone further south yet, back to his home state of Alabama where he is currently employed with the Alabama Cooperative Extension Service. He is Director of Personnel and Staff Development for the State Cooperative Extension Service based in Auburn, Alabama.

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> There we were, beginning to get to know each other over lunch: Nora, experienced and degreed in public administration, working with family planning, and me, experienced and degreed in adult education, involved primarily with adult higher education and career change, and enmeshed currently in my own career reassessment. Nora began to describe her comparatively new role as a trainer, and then, with my prompting, her preparation for that role. "I knew I was going to be training adults, so I figured I'd better learn what I could about adult learning." Harumph, I thought. "I got my hands on some of the adult learning literature and found out about the teaching of adults as opposed to traditional pedagogy. What bothered me was that it seemed to me that every learner, regardless of age, should be taught and respected that way!" I was getting increasingly tense as I listened to her enthusiastic conversion to andragogy, thinking: "I spent an entire graduate program learning this?!..."

Once I gained a little objectivity on this interchange, I was struck by what a wonderful example of an adult learner she was: what a great real-life specimen of the self-directed adult student, responding to the "teachable moment" and learning what she determined she needed to know! She turned to printed resources and human resources and she designed her own desired learning experience.

We had gone on then to talk a little about training versus education. In my degree program, I had learned to make a distinction in which training ran a very poor second: Education is what "we" are all about, training is what one does with rats. Since for the past seven years or so I have been involved, increasingly, with the American Society for Training and Development, and have therefore had to come gradually to at least an uneasy peace with those terms, I wanted to explore other definitions as well. One such alternative was included in a handout which

Nora later distributed for a "train the trainer" workshop she had planned: "Training deals with specific, measurable, short-range learning objectives as contrasted with education which has more nebulous, long-range goals." An ASTD report refers to employee training as "'a silent postscript to employees' formal education,' and notes that training provides most skills acquired after age 25 and all skills for two out of three jobs." (ASTD, 1986). I was immersed in a real world which included both, and which increasingly blurred the distinctions between them.

But I came into Adult Education for education: parent education, with a heavy dollop of guidance and counseling. To my consternation, Adult Education separated from Guidance & Counseling about the time I entered, forcing me to make a clearer choice. Since there was, after all, only one course in Parent Education, I was faced with putting together a relevant, coherent degree program for myself.

The Adult Education program does make room for a wondrous array of individual professional interests. A student can incorporate examples from health care, field experience in community education, research at a museum, basic literacy assessment, supervision, prisons, and adults in higher education. In a number of ways, study in adult education at OSU can be personalized and made highly relevant: a real strength of the program. This diversity of backgrounds and interests, of course, is also integral to the potential vitality in each class gathering. Here students enter, and depart, their studies with a remarkable range of professional commitments.

The faculty also expose their students, appropriately, to a broad spectrum of researchers and writers in the field. According to Training magazine, this is absolutely necessary: "No single theory, or set of

theories, seems to have an arm-lock on understanding adults or helping us work effectively and efficiently with them." (Zemke, 1981) The appropriateness of delving into the full array of approaches goes hand in glove with this inclusion of an equally full range of student backgrounds and interests. And ages. And life stages. The learning and the learners become magnificently intertwined, enriching both.

The aforementioned comparison between education and training credits education with "nebulous, long-range learning goals." Positively stated, training prepares me to perform a specific task under specific conditions, whereas education introduces me to a broad-based understanding which should allow me to transfer my learning to a family of tasks under a variety of conditions. I doubt that I am the only one ever to confuse the two or to limit my learning opportunities accordingly. For me, a strong example which I will always regret comes to mind: I was offered what I perceived as specialized training--by Virginia Gordon, supervisor of graduate assistants--for teaching the introductory undergraduate survey course, UVC 100, to undecided freshmen. What I in fact received was a remarkable introduction to career/life planning--by Virginia Gordon, Ph.D., renowned expert in the field. Perhaps it has been largely my exasperation at myself over the years since then, as I have begun (all over again) to become educated in the field of career counseling, that has made me particularly sensitive to the inter-relationships between training and education. And one message I have for adult education students and faculty is to be very conscious of, and to honor, the benefits <u>and</u> the limitations of both. Immediate, here-and-now, real-world applicability, yes; long-term, changeable future applicability, also yes.

Some real-world pieces seem to have been missing from my degree program, in part a result of my being unsure of the kind of job(s) I wanted to prepare for. However, there are some working world realities that are so common that they could readily be built into all appropriate degree plans through some combination of class work and less formal discussion (e.g., brown bag lunches):

- Dealing with the politics of the workplace.
- Fund-raising. "...Sternberg remembered that graduate school had not fully prepared him for his first year on the job as an academic. I really needed to know how to write a grant proposal; at Yale, if you can't get grants you're in trouble. You have to scrounge for paper clips, you can't get students to work with you, you can't get any research done. Five years later you get fired because you haven't done anything. Now, no one ever says you are being hired to write grants, but if you don't get them you're dead meat around here.'" (Trotter, 1986, p. 62)
- Formal and informal communications (e.g., having responsibility for a newsletter or for conference presentations).
- Administration. Unfortunately, graduate school is not always the obvious "teachable moment" for a given adult education student to choose to learn to be an effective administrator. In this case, savvy advising and mentoring may need to play an active role. Moving into administration, after all, is a classic career move for service providers and too often a sad example of the Peter Principle: If she's a good teacher/nurse/presentor... she will obviously be a good supervisor/manager/dean... Administrative skills are distinctly different skills, the body of knowledge quite extensive--and I sincerely wish I had known to study them then!

Direct advisor assistance in graduate school is generally augmented by a variety of laudable activities. Supplementing the informal interaction that always takes place among students but which is often curtailed among working adult students living off campus, are opportunities such as brown bag gatherings, informal corridor discussions, an internal departmental newsletter, topical presentations and conversations which bring together practitioners and students, and shared reports on internships and on new research among others.

Tricky and time-consuming as they are to schedule, they can be invaluable. They can help maximize resource-sharing and networking among and between alumnae/alumni and current (and prospective?) students.

In all this, it seems particularly inappropriate for students to be treated, as they so often are, as second class adults: perhaps, in the mind of the instructor, a step up from children but definitely not up to adults. "Do as I say, not as I do" with (real!) adult learners. I have just come to realize that in some ways the infusion of adult students into higher education has created a "teachable moment" for faculty! They begin to sense discomfort and even cognitive dissonance as they compare the teaching model they grew up with and implement, to the teaching and learning understandings and levels of respect they are developing and perhaps even teaching now. What incentive to expand and develop!

In addition to an understanding of andragogy, some specific areas of discovery that have particular impact in the world of learning, especially in adult education, include those of learning styles, adult development, and intelligence. New work by Robert Sternberg, for example, posits that we are governed by three different and distinct aspects of intelligence: componential, experiential, and contextual, and that individuals tend to specialize in one. Student A tests impressively and demonstrates strong analytical thinking ("componential") but may not be a creative, or synthetic, thinker; B combines disparate experiences in insightful ways ("experiential") but looks less academically impressive; C is "street smart", good at manipulating the environment and playing the game ("contextual") and recognized as "successful." The three are not (yet) being given equal recognition, but all three are valid and valuable. The ideal student or employee might develop, or learn to compensate for, all three aspects. Doesn't graduate school have some responsibility to admit

and to work with all three and to help all its learners to recognize and grow in their areas of strength as well as into their areas of limitation?

I used to lament that The Ohio State University (and to a large extent higher education in general) was foolishly ignoring the growing number of workers in the areas of training and human resource development, including those with the responsibility of offering the monumental amount of training needed to provide "most skills acquired after age 25 and all skills for two out of three jobs." What an oversight! What a gold mine! Had I composed this material two or three years ago, I would have included a diatribe on this topic. I see now that Adult Education was not the only logical home for such learners (although it is certainly one obvious one), and I am glad to see Business and Education working to incorporate and educate this diverse population. Their efforts deserve support for growth.

Adult Education--and knowledge of adult learning and adult development and aging--should be an integral part of our course of study, and that of teachers, and business people, and administrators, and salespersons, and counselors, and medical personnel, and attorneys, and engineers, and sociologists, and therapists, and . . . All of us who work and interact with adult persons, all of us who want to know about our <u>own</u> personhood, would benefit tremendously from what can be learned here.

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Going to graduate school as an adult can be enlightening and at the same time rewarding. It can be an experience, however, filled with frustration as one "jumps through the hoops" that are required in a traditional academic setting. Since I completed my undergraduate work at Ohio State, I was very much aware of what students affectionately refer to as the "university run around." A number of very positive changes had been made in the admissions process from 1973 to 1980 which were intended to make it easier to enroll as a working adult. These changes led me to believe that I might not be trapped in the traditional run around.

I sent in my application to the Graduate School with the expectation that everything would go very smoothly. I originally wanted to enroll in the summer quarter; however, I did not hear from the Graduate School that I had been accepted. I continued to wait assuming that I would hear from the graduate office soon. As September approached, I realized that something must be wrong. I went to the graduate office and was immediately sent to five other offices located at various points around campus. I quickly realized that the "university run around" had struck again. Eventually, I found out that my application had been "misplaced" for several months and had just been found. Unfortunately for me, not soon enough to prevent imposition of a fee for late registration.

After finally being accepted I went to see my advisor in Adult Education. My first experience there was memorable. I walked into the office, told him my name, and he immediately said to the other faculty members, "Hey, does anyone here know this guy?" My first reaction was what am I getting myself into? Little did I know that this was to be the

start of a relationship with the faculty in the program that is held very dear to me to this day.

The first class I took was "Introduction to Adult Education". We were told of the virtues of being an adult educator and the differences between adults and children in how they should be treated, how they learn, etc. I was really excited abut the prospect of being treated like an adult throughout my graduate study. Then reality set in. Someone mentioned something about a residency requirement.

I immediately went to the College of Education to find out about this requirement. I was told that a graduate student in education at OSU must complete one quarter of full-time study (12 hours) or 12 hours of study over two consecutive summer quarters. Being an adult, I immediately questioned the rationale for the residency requirement. It was explained that the requirement was set up when the Graduate School first started at OSU. The reasoning was that graduate study should be a full-time commitment. I was also told that it really did not apply any more since most of the students in the program were adults.

Trying to be the rational adult that I am, I tried to reason with the person. I asked her some very simple questions. The first question went like this. "Correct me if I'm wrong, but I believe you are telling me that I must complete at least 12 hours of study over two consecutive summer quarters?" To this question she responded, "Yes." Next I asked, "If you are telling me that I must complete 12 hours over two consecutive summer quarters, what you are really saying is that I must complete 12 hours over the period of one academic year." To this statement she again responded, "Yes." I thought to myself that I am really getting somewhere with this person and I said, "If all I'm required to do is take 12 hours over the period of one academic year, then it is possible for me to take

one 3 hour class each quarter and that will fulfill my residency requirement." To my final statement she immediately responded, "Absolutely not, I told you that you must take 12 hours over two consecutive summer quarters. Now, don't bother me any more with this. I have better things to do."

Fortunately, not all of my graduate experience was like the first few days. It was a very exciting time in my life and my professional career. I have gained some very valuable knowledge that has given me an added edge that most people in my field do not have.

Scope of My Profession

I am currently Director of the Center for Human Resource Development at Marion Technical College (MTC) in Marion, Ohio. I am responsible for all of the services the college provides to business and industry, including non-credit continuing education and contract training. My position requires problem identification, determination of training needs, program development to meet those needs, program evaluation, and follow-up. Since most of the faculty I hire are community or adjunct faculty, I am constantly training new faculty in the theories of adult learning and adult development, group processes, and instructional methodology. In addition to the above, being an administrator requires me to perform what I refer to as "administrivia", i.e., budget formulation, reports, goals and objectives, writing news releases, writing copy for brochures, designing brochures, designing advertising, and so forth.

I was recently elected President-Elect of the Ohio Continuing Higher Education Association. I am also working for a consulting firm providing training on topics such as learning theories, learning styles, brain dominance, creative thinking/problem solving, and team building.

Prior to my current position, I was the director of Continuing Education at MTC. This position had very similar requirements except that I was providing non-credit continuing education to the general public instead of limiting my activities to business and industry.

Usefulness of the Curriculum

As can be seen by analyzing my current position, I am using most of the knowledge gained in the adult education program at OSU. I did not graduate very long ago (1982), but it is extremely difficult for me to remember what knowledge I gained in the program and to separate that from knowledge I have gained through reading on my own and through various seminars and workshops. The most useful part of the curriculum has not necessarily been the content, but the ability and desire to do research on my own for information.

The average age of the student body at MTC has been increasing every year for the past several years. We are seeing an increase in adults coming to the college for career changes and retraining to become a viable part of the work force. I am constantly being asked by full-time and part-time faculty to conduct workshops on adult learning theory and instructional methodology to help them better cope with the influx of adults into their classrooms.

As part of my graduate study I used an independent study to develop the Department of Continuing Education at MTC while working there full-time as an instructor. After graduation I was promoted to director of the department I had just created. The concepts and theories that I gained while in graduate school enabled me to develop the program from scratch and experience a student growth rate of over 20% per year. I was able to anticipate some of the problems that I would encounter, which gave

me a competitive advantage that most directors of continuing education do not have.

As I talk with graduates of the Adult Education program at OSU I have found overwhelming satisfaction with the curriculum and the overall program. We all agree that having the flexibility to essentially design your own curriculum based on your expertise and interests is a positive factor that should be continued and encouraged.

Suggestions for Improvement

As I reflect back on the courses and course content, I seem to remember that a strong emphasis was placed on adult basic education. Adult education in the 1980s encompasses much more than adult basic education. Professional development programs are being offered by almost every sector in our communities. I have been working with the Community and Governmental Relations Committee of the Ohio Continuing Higher Education Association in completing the first phase of a directory of professional continuing education requirements. We literally have hundreds of associations and organizations that require some type of adult education with more appearing on a daily basis. An exposure to the wide range of adult education should be included in the curriculum.

As a continuing educator in a small institution, I am involved in all aspects of administration. Even though the courses that I took in continuing education have been very helpful, more emphasis needs to be placed on practical application. In almost every college or university in the state, the continuing education unit is expected to be self-supporting and return a profit to the general fund. This requires the unit to operate more like a business than an educational institution. More emphasis needs to be placed on business management, cash flow projections,

profit and loss statements, break even analysis, business plans, marketing, and brochure development. It is information that is vital to the survival of the continuing education unit.

Also being a continuing educator has led me to believe that we in the profession are agents of change within our institutions. Anything that is new or innovative at the college is tried first in continuing education. Consideration, therefore, needs to be given to the role one plays in the organization as a change agent. Topics such as organizational development, organizational politics, and how to produce effective change should be included.

Recently, at the last conference of the Ohio Continuing Higher Education Association, we had a chance to talk with legislative representatives from the associations representing two-year colleges, four-year public colleges and universities, and private colleges and universities. All were in agreement that the problem with continuing education today is that we cannot clearly define what we do as a profession. As I talk with my colleagues around the state I am convinced that we do everything that someone else does not want to do. This is really not a good enough definition for us to gain credibility within our institutions, the Ohio Board of Regents, and the legislature. Some time should be spent dealing with the definition of continuing education and what it means to be a continuing education professional.

Conclusion

Adult education is a field that has experienced continuous growth over the last several decades. As the average age of the population gets older and the life span increases, we as educators must find new and

better ways to service this growing population. Graduate study in adult education has provided the much needed impetus to foster change in our society. For the continued growth of professionals in the field, the graduate programs must and will keep one step ahead.

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Components of Relevance

First, on one hand the definition of relevance is personal and individual, but for professional life, the definition is individual in relation to goals determined for the profession. Second, who creates the relevance? Certainly the individual must take responsibility for being actively involved in the process of education to make it relevant. While the educational institution's main purpose is to provide relevant educational experiences for each student, the institution cannot make each learner derive a valued experience. The learner and the institution must be active partners in the process.

Definition and Creation of Relevance. What is relevance? Who creates it? What circumstances facilitate or allow relevant education? The charge to the panel members is to "critique the experience of graduate study in adult education; discuss the relevance of the curriculum in adult education to the present requirements of their personal and professional lives." To address the issue of the relevance of my doctoral study in Adult Education requires that I speak to several related issues to set the stage.

The philosophical foundation of this adult education program incorporates the notions that adult learning is a lifelong process and that adult learners can determine their own learning goals. How relevant was my adult education doctoral program to my present life and work? I had many opportunities to make that education and training as relevant as I wanted to, and along the way of the adventure I was guided, challenged and encouraged.

To critique the education I received or participated in at Ohio State requires that I also critique my own participation in the process of initiating, planning, participating, evaluating and synthesizing the education that is available.

Situational Individuality. Another part of setting the stage is to briefly discuss individuality of situations, my own in particular, so that comments about relevance may be tied to the concrete example. Each adult education student comes from a different set of backgrounds and situations, hence need and interpretation are individual.

For me, completion of baccalaureate and master's degrees in psychology was separated by 19 years. The 19 years were filled with work, child rearing, and undertaking graduate study; more for fulfillment and interest than with a career goal in mind. When I decided upon a master's program in psychology it was not with any definite career plan but because I thought it would be interesting, and that it probably would lead to something interesting as a career.

An invitation to remain for a doctoral program in psychology came as I finished the master's degree. The thought of doctoral work was very tempting but I would have been required to attend full-time for several years, something I was not prepared to do, because I needed and wanted to work. Instead, 18 years ago, I began a career as a psychology department faculty person in a comprehensive community college.

The need to work continued as my four offspring proceeded through college. My desire to earn a doctorate was always there. Within a few years of completing the master's degree and beginning to teach full-time I returned to taking classes, usually in areas of particular interest professionally. I would have continued to do that whether or not I decided to pursue a doctorate. But finally the time seemed right; I could make

the commitment and devote myself to the enterprise. Completion of the master's and Ph.D. was separated by 18 years.

At present, I am a professor and administrator in a comprehensive community college. Many of our students, whose average age is 30, combine work, college and family in their very busy lives. Many are not "traditional" college students, but are by several definitions, adult learners. The community college has the challenge to respond to adult learners and community learning needs, and Sinclair Community College, a leader in the state and nationally, truly attempts to do just that. My learning needs were strongly influenced by my own professional desires and needs.

Relevance of the Adult Education Program

Graduate study in adult education helped me develop as a person and as a professional in numerous ways: the philosophical foundation of the program; the study of theory and practice; the flexibility and adaptability of the program;the opportunity to individually design my own program within some limits; the opportunity to exchange ideas with other concerned adult educators; the opportunity to delve into dissertation research that was personally and professionally valuable. The processes of preparation for and engagement in research and then the process of completing the dissertation, affirmation, in a broad sense, for work done all helped form and affirm the person and the professional.

Philosophical Foundation

The philosophical foundations of adult education stress that the purpose of adult education is to meet the needs of the learner wherever the learner is on the educational path. Exposure to the various

philosophies enriched my perspectives and gave me appreciation for the depth of realistic, humane views of educational philosophers. This helped refine my own philosophy and affirmed the work I was already doing in the community college and the community, as well as affirm my own educational quests. The philosophies were the foundation of the program as well as material for study in course work.

Theory/Practice Mix

Adult educators are practical creatures, by and large. In several ways the program facilitated the transition from theory into practice; practical application was an integral part of almost all courses. As well, the information, ideas and foundations were translated into application in my professional work as a teacher and administrator. The strength of this was obvious to me in the way learning broadened my perspective and affirmed the style and accomplishments of my home, college, and my own work there.

Program Flexibility

The opportunity to combine cognate areas in curriculum allowed me to pursue the study of higher education administration, and more psychology, to expand my understanding of research options, as well as to help me prepare for the dissertation research. Those were my choices; all fit my professional goals. Other graduate students were engaged in a variety of other cognate areas; communication with them enhanced my comprehension of the goals and opportunities in adult education.

Dissertation Research

Preparation for actually doing the research included exploration of possible topics, encouragement for pursuing relevant, interesting research, and then course work in research techniques, with practice and critiques. Dissertation committee critiques along the way were honest, challenging, and extremely helpful. The research itself may make a contribution to a particular body of knowledge, certainly relevant to my profession and gratifying personally.

Expansion of Perspective

Course work and contact with professionals and other students exposed me to local, regional, national, and international issues in education, particularly adult education. Not only was this valuable to me as a professional and a concerned citizen, it expanded my awareness of opportunities for myself as an adult educator. The opportunity to become part of and to build a network of adult educators was real.

Critique

What would have made the program more valuable for me personally and professionally? The time I spent on adult education course work and in interaction with other adult education students was all valuable to me in one way or another. The flexibility of the program allowed me to combine areas of study which suited my professional needs. The following suggestions are made in the full realization that placing more requirements on students in the program would eliminate some of the flexibility which is so valuable. In any case, the following ideas are offered as food for thought for strengthening and deepening the sophistication of the program.

Adult Development

Adult education students should either show proficiency/knowledge base or be required to take a course on adult development. Understanding adult development and behavior is necessary if one is to comprehend needs, capabilities, general principles and individuality of behavior. Knowledge based on research and established theory provides a sounder foundation than personal, anecdotal knowledge only and provides a springboard for challenging existing theory and practice as well as establishing new theory and practice.

Sociology of Adult Education

The program should include a requirement in the sociology of adult education, shown either as a completed course or demonstrated proficiency. This topic is addressed in some ways in a number of courses, but a separate course would deepen and strengthen professional expertise. Knowledge of local, regional, national and international cultures, subcultures, societal institutions and belief systems helps the educator frame the values, customs and needs of the audience served, and comprehend these factors in the broad scene. Appreciation of the variety of cultural expression fosters greater ability to respond to the needs of persons in those cultures.

International Issues

There should be an increasing emphasis on international issues in adult education. Ohio State prepares educators from many countries and for many ethnic and subcultural groups. While some adult education students come into the master's and doctoral programs with focused plans for their own specific needs and their own specific educational

enterprises, graduate study from an institution with the international influence and eminence as Ohio State should broaden each graduate student with the exposure to systems, philosophies and adult education needs in the U.S. and around the world.

Internships

Internships in adult education in a variety of locations can provide benefits for the doctoral student's learning and for the receiving organization in terms of services rendered. Credit for internships can be allowed toward completion of the doctoral degree. Internships should be required for all students who have not had adult education work experience. The student should be able to observe educational leadership in action and should be expected to make creative contributions to the organization served. The written internship report, critique and evaluation should be shared among the internship supervisor, student and advisor.

Mentor Relationships

Mentor relationships could be designed to assist the budding adult educators refine their skills, explore their ideas in safe but challenging environments, and provide entry into the work world. Most adult education students are employed or have been employed, but opportunity and challenge for further development could enhance their sophistication as well prepared and confident educators. While many adult education students have formal or informal mentor relationships, specific attention to such relationships is desirable. Mentors should be carefully selected and should be supportive and stimulating. A brief written contract between

mentor and protege could clarify the expectations of each, and provide ground rules for procedure.

Colloquia

Colloquia attendance should be required for all adult education majors at least once per quarter. Since the department is small, perhaps one colloquium per quarter is realistic. If departmental colloquia are not feasible, then attendance at conferences, workshops, or colloquia sponsored by other departments could be included in the requirements of each student's program, with written critiques required. The purpose of such activity is to expand the student professionally, to increase the student's breadth of background and perspective, and to hone the analysis and synthesis skills of the student. In some circles of adult education there seems to be a parochial or provincial attitude which is limiting for the graduate student and does not serve the student nor the community well. Certainly, narrow foci are important. Honing and perfecting skills in one area and becoming thoroughly familiar with one body of literature is valuable, but understanding of how that particular field of endeavor fits into the larger scheme of things should be required for all adult education doctoral majors in a program which intends to produce world class leaders in the field. The master's program can concentrate on the narrower focus while introducing the student to the larger world and broader scope of the field. The doctoral program should have a balance of narrow and broad. This already happens for many students but I believe that each student should be required to experience the broader scope.

Core Courses/Proficiency

Expansion of the curriculum, and establishment of a required core of knowledge would deepen and strengthen the student's expertise and professionalism. Course work could provide background but proficiency could be indicated by previous graduate work, by work or life experience, or by examination. Life and work experience can be verified through the development of a portfolio which documents the experience. This whole process is affirming, and stimulates growth. It assists both student and graduate committees in focusing on the whole person and the individual development which would promote the well-rounded, knowledgeable, confident, sophisticated professional.

JAMES L. SMITH
Alabama Cooperative Extension Service
Auburn, Alabama

It pleases me to no end to have the opportunity to participate on this program as we reflect on 50 years of graduate study in Adult Education at The Ohio State University.

I am extremely excited about this experience and am overwhelmed with joy to serve as a participant on this panel composed of individuals who graduated from The Ohio State University with a degree in Adult Education. As I understand it, the primary purpose of my involvement is to conscientiously reflect on the past and evaluate the kinds of learning experiences to which I was exposed as a graduate student in Adult Education and indicate how these experiences prepared me for my personal and professional livelihood.

First, I was introduced to the Adult Education Curriculum when I enrolled at The University of Wisconsin-Madison in January, 1967 in a program referred to as Educational Policy Studies. After being introduced to the field of Adult Education and the numerous potential career opportunities it afforded, I became patently interested in pursuing adult education as a career goal. The assumption that learning is a life-long process and is directly related to social, cultural, and economic change, was a driving force in my motivation to pursue a degree in Adult Education. Furthermore, the fundamental concepts which catapulted the field of Adult Education into the arena of recognition were in sharp contrast with those of teaching youth.

As an employee of the Cooperative Extension Service (CES), one of the largest adult education agencies in the world, I became keenly interested in the field of Adult Education since my ideas about a career had crystallized and I was sure that I wanted to work with Cooperative

Extension in some capacity. Overall, I can unequivocally and unhesitantly state that the curriculum in adult education at The Ohio State University prepared me well for my career goals. As an administrator with the Alabama Cooperative Extension Service, we are constantly faced with the following changes in our society:

1. A society which is strongly against more governmental controls and regulations;
2. A less stable family environment and a work force on the move more than ever before;
3. A more highly conservative society concerned primarily with the establishment or reestablishment of the work ethic, rather than with socially assisted government programs;
4. A nation that is energy conscious and is extremely concerned about the quality of life;
5. A society which is gravely concerned about the relevance of public services and monitors accountability of funds;
6. A greater involvement in judicial actions relating to equal opportunity in employment and program delivery;
7. A population becoming more oriented toward the minority and to the influence of women in and out of the work force;
8. A time when there is a greater demand for educational services, but less resources to provide these services.

In order to respond effectively to the issues itemized above, an administrator in the Cooperative Extension Service must possess the knowledge, skills, and abilities to:

1. Develop a process for strategic planning with emphasis on people involvement.
2. Develop a process to market extension.
3. Develop procedures for team-building among staff.
4. Develop a communication network to enhance program delivery.
5. Develop and promote an appreciation for new technology such as computer networking to facilitate administrative and program thrusts, as well as for making effective managerial decisions.

6. Develop and implement long range organizational changes and manpower planning strategy.

7. Develop program evaluation and accountability procedures so as to modify or revise educational offerings as appropriate.

As previously stated, my coursework in Adult Education equipped me with the basic fundamental knowledge and skills needed to successfully address the issues listed above. I will briefly discuss each issue and explain how the Adult Education curriculum prepared me to cope in a satisfactory manner.

Strategic Planning

In my role as an administrator within the CES, I find myself in the position of having to deal with organizational planning for the future. There have been various types of planning approaches implemented in the CES since its beginning. Some of this planning has been fragmented and there was nothing to integrate certain phases of planning, especially from a long-range standpoint. Therefore, most of our educational organizations are developing long-range planning which involves an overarching construct to tie the various parts of planning together into an integrated whole. Strategic planning involves deciding on the first order decisions that must be made by an organization to establish its overall mission and blueprint for development. Once these decisions are made, then decisions of a lower order can be implemented. The courses I completed in my curriculum helped to prepare me for this task. The strong background I possess in the program planning process, and the coursework which highlighted PERT (Program Review and Evaluation Technique) were extremely beneficial. With the kind of background I received in program development, I have confidence in my ability to assist or direct a strategic planning process and/or undertaking.

Marketing Extension

The Extension Service is in a competitive world and once this is realized and accepted, one must make plans to market Extension programs. The marketing concept is not a radical departure from our previous program development efforts. However, it is primarily a modification of Extension programming orientation and a refining of techniques to secure a greater probability of providing the educational programs and services desired by the public, our supporters, and our funders. Other than marketing concepts, the primary focus is on the client or learner: those people whom Extension can and should serve. The strength of the marketing concept is a sound information base obtained through objective research and reliable marketing intelligence.

In order to successfully develop marketing strategies, one must possess basic knowledge relative to the program development process and research methodology. My training in Adult Education and Research Methods equipped me with the basic knowledge and skills to assist in the development and implementation of an undertaking of this nature.

Building Teamwork

The coursework in counseling/guidance, adult participation training, group-centered leadership, and learning through discussion were very helpful in understanding group dynamics. Within any organizational structure, there must be some understanding, especially for those in leadership roles, as to how people function as a group. If there is to be team-building, sharing of information, and promoting the idea of people working together to accomplish common goals, then the leader must have some understanding of group dynamics.

Communication Network to Enhance Program Delivery

One of the areas where additional training would have been helpful in my curriculum was in communications. A course designed to teach effective listening skills, and oral communication as well as writing skills, would be extremely helpful to an adult educator. My curriculum dealt primarily with understanding and developing teaching methods--that is--looking at the way adults learn as opposed to how youth learn. A course in effective communication would have been helpful in this regard.

Developing and Promoting an Appreciation for New Technology such as Computer Networking

While completing my curriculum in Adult Education, I had one course which introduced me to the computer on a very limited basis. However, I did not have any coursework which exposed me to the numerous uses of the computer as a teaching device as well as a mechanism to help make effective administrative and managerial decisions about employment and employment practices. In the field of Adult Education, the computer has emerged as a tool which should enhance the teaching/learning process and help in making effective management decisions within the organization.

Developing and Implementing Long-Range Organizational Changes--Manpower Planning Strategies

A course that I completed in administration was very helpful in the areas of manpower planning. This course introduced me to various organizational structures. Additionally, I was introduced to the principles of supervision such as the concepts of planning, organizing, staffing, directing, controlling, and budgeting. The concepts learned in this course have been extremely helpful in my present job duties.

Program Evaluation and Accountability Processes

One of the areas in which I gained a tremendous amount of knowledge was program evaluation and accountability. The courses I took in Adult Education were very helpful in learning about the program evaluation process and also about how an organization must be accountable to the agencies which fund its programs. Furthermore, I was introduced to at least three evaluation models. In order for a program to be successful, based on stated objectives, constant evaluation is a must. In my opinion, an adult educator cannot effectively provide relevant learning experiences for clientele without some basic knowledge of evaluation and accountability.

As I reflect on my overall training which emanated from the curriculum in Adult Education at The Ohio State University, and as this correlates with my present job responsibilities, I can state without hesitation that the program provided the basic fundamental knowledge and skills needed to perform my job responsibilities in a successful and productive manner.

However, there are some recommendations which I feel would expand the offerings in the field of Adult Education for those who enter into an administrative role within an organization. These recommendations are as follows:

1. I recommend that coursework in the area of communications become a part of the curriculum of Adult Education. This course should address the concepts of perception, communications (oral and written), semantics, listening skills, memory distractions, barriers to effective communication, vertical communications, horizontal communications, diagonal communications, and informal/formal communications within the organization.

2. A course in organizational behavior or behavior in organizations would be beneficial. Most of the problems I have encountered have been with people, and there needs to be a good understanding of how the group process works and how people behave within an organization. Administrators are constantly faced with human relations problems which they probably cannot resolve effectively.

3. Adult educators need an introductory course in computer programming. The emerging use of computers in programmatic functions, management and employment decisions, data analysis, and budgeting all are relevant factors where computer technology is needed.

4. I feel very strongly that an adult educator needs a course in public administration to include training in budget development and implementation, salary and wage administration, job evaluation and compensation plans, job analysis development, and performance appraisal.

In summary, let me say that the training which I received in Adult Education at The Ohio State University has been very beneficial in my professional and personal life. One of the unique features of the Adult Education curriculum at The Ohio State University was the option to select courses outside the College of Education. This afforded the opportunity to select coursework that would help me in several areas of deficiencies. As I reflect back on my training at The Ohio State University, I can candidly state that the learning experiences received have been extremely beneficial and relevant to my job, working with others, and my family.

I am grateful to be a part of this program and to have the opportunity to express myself as a proud graduate of this great University and as an adult educator.

ADULT EDUCATION AND THE ADULT EDUCATOR OF THE FUTURE

Roger Hiemstra
Professor of Adult Education, Syracuse University

Introduction

(NOTE: Roger began his presentation with a simulation of how a future adult educator might begin his day.)

This is the year 1996, the place is Syracuse, NY, in the university office of Dr. Roger Hiemstra, doctor of facilitation and the place could also be Roger's office in his home, but today he is leading an on-campus seminar for doctoral students making their annual trek to campus to comply with the remaining elements of the antiquated residency requirement. Yesterday he taught a course on planning from his home via 3D, two-way interactive video. Roger is just entering the office to start the day and let's turn on the room size holographic monitor to peek in on Roger for awhile.

(NOTE: Roger then placed a call to the Syracuse University campus computer and demonstrated how electronic mail and an interactive search of library resources can be carried out.)

I see my task to talk about what the future might be like and that future is here right now for me to be able to do the sort of thing I just simulated. An interesting thing about this equipment is that you noted a modem I carry around with me and a phone just in case one is not available that fits the cradle modem, this 64K lap computer, and the little thermo printer which is very light weight. Thus, they are all portable and

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battery operated. One year ago I had a semester's leave and spent an amount of time in the National Archives. I was able to bring all of this equipment in. The National Archives has people doing this all the time. The only thing they would not let me do is to hook it up to an electrical outlet.

I do not have a disk drive for this but I do have a microcassette recorder and I save all my files on tape. With 64K I can type five/six hours then simply dump a file onto cassette tape, and run off a hard copy with this printer, clean out my memory, and then go back and operate the rest of the day. All of this equipment even fits into one carrying case. I also have a rechargeable battery to operate the whole system. Although this sounds futuristic in some respects, it is not. I hope you will appreciate a little of this current reality to focus your attention on my remaining comments about the future.

The Kellogg Project

You are the very first group to which I am pleased to make an announcement about a futuristic project we have received funding for at Syracuse University. We are the latest recipient in a number of grants the Kellogg Foundation has been making in the field of adult education. We have received 3.7 million dollars over the next four years. We received an additional million and a half dollars from my university and we are going to raise another 2.2 million dollars over the next few years through our University's capital campaign to provide a continuation for this project after the initial four years. So it is quite an investment.

Let me say a little about optical scanning, the technological heart of this project. There are three techniques in the optical scanning game. One is video disk--this one we will not be utilizing. It has a lot of

potential for the future in terms of getting motion transcribed electronically. The second one you may be more familiar with is the Kurzweil optical scanner. It is digital based scanning. This form uses a laser light that scans a sheet of paper lying on a glass plate; the laser light moves across the lines, converts the information into a digital code, and stores it on some medium. The ERIC system is converting all of this material into CD ROMs (Compact discs - read only memory) using similar technology. The machine we have on campus converts the material to a floppy disk: we then take the floppy disk information and transfer it to the mainframe in terms of data files. The third technique is known as Optical Image Scanning; this technology involves placing information on larger disks with the same kind of principle only the scanning is much more sophisticated in that exact images of what is on a page are stored. I will talk about this in greater detail later.

We will use this latter technology primarily and will purchase a scanner with at least three work stations. You scan the material and put it into a temporary storage format. Then someone trained with an archival or information transfer background looks at it with a high resolution monitor. Then they can do coding, correcting, or adding to depending on the procedures and policies we establish. We plan to start the scanning in January or February. Right now we are in the process of determining our policy and procedures on how we are going to identify material for later retrieval. From the coding stage it is transferred to optical disk storage. Once it is in the optical disk storage, the larger disk, it goes into either an on-line disk drive or a "Juke box". It gets its name because it operates like a juke box in that a series of optical disks are lined up in the box or machine (up to forty optical disks). Each disk eventually will be able to hold more than 100,000 pages. So we can have

more than four million pages in this juke box. Then when we want to retrieve the information, a mechanical or robotic arm picks up a disk and puts it on line in less than 20 seconds. On-line drives take up more room, but the retrieval time is much quicker, less than two seconds.

We have the equivalent of three football field lengths worth of material (about 950 linear feet). Whether or not all of this will get in the system depends upon the right people analyzing all the material to determine its value to the field because no one has done that. We think there is some duplication, although we have so much room that we can afford to be sloppier about this than with some other type of technology. It is much easier to scan it, look at it later on, and then find out if you don't want it rather than make all the decisions ahead of time.

With optical scanning each image is actually broken down into 200-400 dots per square inch. That is the density you can get with this technology. A newspaper, for example, is around 120 dots per square inch. So optical scanning produces true image-based storage. That is the most interesting part of this technology, especially for an historian who is interested in original documents; you can almost have the original document in a reproduced copy or on the screen--handwriting, figures, photographs--with that kind of resolution you can do so much with it.

Here are some of the advantages of this technology. An image or picture can be stored so that original documents with handwriting in the margin which might be the most important thing now becomes very possible. In four to five years we are hoping that technology will allow scholars anywhere to access such data through an electronic network and, if you, as a scholar have a high-resolution monitor or printer, it is as if you had the original piece in front of you. No one knows how long its storage life is, but we do know there is very little wear on these disks with

frequent use, plus we will make back-up copies. Insurance companies and banks have been using optical disks fairly extensively for record keeping purposes. The Smithsonian and the Library of Congress have begun to experiment with this in terms of information retrieval. We believe we are the first university to utilize this technology in the way I am going to be describing to you.

Another advantage is the fact that there is no limitation to the number of retrieval codes that can be used. Either a scholar doing the initial assessment can write in these codes or you as the researcher looking at the piece can write your own codes and build up your own data base and coding system. Of course the thing our library is excited about is that it goes a long way to eliminate archival storage problems. Right now about one-third of our material is housed in the main library. About two-thirds is housed in another storage building because of lack of space. If you want something in the storage location you might have to wait up to two days before it is available in the main library.

As I said, earlier, another advantage is that millions of pages can be searched for retrieval purposes in a very short period of time. The most intriguing thing for me is that the work stations have split screen and interactive capability built into an examination of such information. You can use the CRT to look at this material and split it into several windows, so that you can put on the screen a document that has writing on both sides and look at it all at the same time. It is also interactive in that you can take any one of these windows and work with them in terms of word processing. The only limit being the software you have to do this. The disks can be delivered and used anywhere. This is one of the things we also are going to be studying: how to make the material most accessible to people away from Syracuse. Some of the access will be done

electronically as noted above, and some information will be made available like ERIC has done within CD ROMs. We also will be able to interface this optical scanning technology with our mainframe computer. This will allow for sophisticated data analysis with other types of software.

A major focus of the project is to have a two-track research effort taking place. We are searching now for two new professors. One professor will focus on historical research for adult education and the other one will focus research in the area of adult education resources and technology. We believe having these two people on our adult education staff will allow us to promote lots of new research. My own view is that both of those areas are badly in need of research for the sake of our field. That is why we picked out these two particular areas, however, they seem to go hand-in-hand with what we are trying to do with this project. We hope to do our job well over the next few years so that you will see some brand new research emphases being stimulated.

Now to our project objectives. There are three major components. I've covered one component, the dissemination of resources in terms of historical and technological research. We also have a fair amount of money in the budget for new acquisitions, to bolster both areas. We know that once we get into an analysis of what we have we are going to find some gaps, so we will make an acquisition effort over the next four years to find materials and fill in such gaps. We have fairly complete collections for several organizations that are no longer in existence--AAAE, CSLEA, AEA, etc. We also have begun to receive papers from leaders in the field or the promise that we will have these materials, including such people as Malcolm Knowles and Cyril Houle. We think that once we start to receive these materials it will help to fill in the gaps. The other activity related to this component that may be

interesting to many of you is our visiting scholars program. We are going to be awarding postdoctoral awards, some doctoral dissertation awards on a competition basis, and some short term grants for those who have a period of time and they want to come to Syracuse University and study.

Another component has to do with an interactive research capability. We are going to have a series of on-campus user stations. At least three that we know of now where people coming on campus can have access to the optically stored material. Another thing we are going to do which has much potential is to develop some sophisticated interactive software. We have a group of scholars on campus who are specialists in the fifth generation of computers notion. For example, one of the developers of LOGLISP was J. R. Robinson at Syracuse University. Two of his colleagues, E. Sibert and A. Shelly, utilized LOGLISP, a symbolic interaction software programming language and developed a brand new qualitative analysis tool called QUALOG. QUALOG allows for the use of the mainframe computer to do data analysis on extensive amounts of qualitative data. Using that same kind of technology, Sibert and Shelly for the next three years will help us develop new software to analyze large amounts of data. This, in essence, will be a document analysis program. So if you can visualize 950 linear feet of material to be scanned and put into our system, a researcher coming in and using our interactive software, at least theoretically, will be able to scan the entire collection and, for example, look for every instance in which the term "adult literacy" was used. Now that term may be so broad that it would have to be refined. But, the researcher will be able to scan through all of the optical disks very, very quickly. When you begin to think about what that does for information retrieval, it boggles the mind. Especially when you think

that several linear square feet of material on an optical disk can be carried in my hands easily.

Another aspect of this second component that I am most excited about for us, is the development of a network for adult educators--AEDNET, an Adult Education Electronic Network. We have already hired the computer specialist who is going to be putting that into place. We will be announcing information about it over the next few months. About a year from now we hope to have AEDNET up and running so that any adult educator in North America and eventually beyond can utilize it. We don't have the whole thing designed yet and don't know what the costs are going to be, but we will try to keep the user rates low. AEDNET will be for adult educators to use if they want to do so as a gateway for networking, for electronic mail, for electronic conferencing and even for electronic publishing. Right now we can go through our mainframe computer directly to our printing service where they typeset material and print it out. We hope that service will be available. The last use of AEDNET, and perhaps the most important one, is to have electronic access to the optically scanned materials. We don't know if all of the objectives will be achieved exactly as we have originally planned, and we don't know how long it's going to take us, but our best guess is that within four years we are going to have most of the electronic system in place. Thus, someone at The Ohio State University can go through the network to Syracuse University and get hold of these materials or use us as a gateway to go elsewhere. We hope this can be possible anywhere in the world. Another thing we believe is possible through existing networks, and we hope to make this available through AEDNET, is written text exchange. So if you have written a report that you want to share with colleagues in California, you send it to them. Of if you are co-authoring a chapter or

article with someone in another location, you exchange these materials.

We also are going to develop a quarterly newsletter. We will start out disseminating it through the U. S. postal service but eventually it will be disseminated through AEDNET. We know this is possible. I am editor of the Adult Education Quarterly and already we are receiving some of our reviews electronically. It is cutting down the review process by 2-3 weeks. We hope next year to be able to receive articles electronically and put them into the scanning network so we can do our own editing on-line rather than doing our editing by pencil. These are some of the futuristic dreams that are possible. We believe they are going to happen and Kellogg believes they are going to happen.

Our third component has to do with a series of educational activities. For example, we are going to have one international conference and two symposia over the next four years, some of you may want to attend. We are going to be developing an independent study master's degree program that combines adult education and information technology into one degree. We also will be developing training and orientation programs related to the other two components.

What about a future beyond the four years. One feature I am most intrigued about is portable downloading capability for Third World users. We are not that far away from having the ability to go to a Third World country and at a relatively reasonable cost, less than two thousand dollars, install a read station, a small satellite dish, a television monitor, and a key board, all operated by batteries. Think about the infrastructure problems in many countries today--poor roads, undependable telephone lines, etc. We think we can leap across such limitations with this technology. That's very exciting to me.

Another future that is very exciting to me is a language translation board. Now this blows your mind. Right now we are working only with English language material. In a few short years language translation problems will be a moot issue because you can take English material, send it out electronically, download it through a translator card, and read it in whatever language you speak. The reverse of that is true, too.

Another future innovation is the development of an expert system that would manage all of our activities automatically. Now there are obviously inherent dangers with that. Taking the people out of a system creates new policy issues, but we think it's going to be possible to automate a lot of our activities with expert systems that in fact learn as they are going.

The other thing I think we are going to do after the four years is to begin to organize or look for new archival stuff in specialized ways. For example, literacy, special education for adults, and gerontology are some of the areas of specialization we could develop.

Future Roles for Adult Educators

These are some of the new roles I see emerging for adult educators. One is an information counseling role in terms of helping others utilize information. For example, the project is going to make so much information available to people and it is going to be so much easier to access such information that there will be a real need to counsel and work with people on how to make the best use of such knowledge. Another role is simply facilitating the use of such electronic material. I am talking about an overload or future shock of information, including information that will change quickly, and adult educators will have to help learners change behaviors just to keep up. I think we are going to have a lot more

individual learning because of this technology and someone is going to have to help people adapt to that.

Another future role has to do with the development of new administrative techniques in adult education. One of the things we are going to attempt to do in our project, for example, is to model the very best in the use of computers to run our project. So we are going to build some expert systems into our project that will allow us to demonstrate to others how we are doing it. We also are creating an electronic local area network to assist in our administration and our communication. A local area network is an internal network so that all of our people will be connected electronically. The printers, computers, the disk drives, also are all connected. Thus, it becomes relatively easy to communicate with each other either in or out of the building.

I want to say a little about the future of graduate study in adult education. At Syracuse University we are enrolling increasingly younger graduate students including some that come straight out of undergraduate programs. This will no doubt happen throughout the country. The growth in adult education also is likely to continue. At Syracuse University in six years we have gone from 25 students to 125 students in adult education; we have programs in three different campus locations. We have gone from one full-time person to four full-time people and should be at seven full-time faculty by September 1987. We also have experienced an increase in women and minority students. We set up one program in Buffalo, New York, and 80% of our students were minorities and women. We have weekend programs at three different sites and they have been very successful for us. When you talk about this from a marketing viewpoint, the marketing of graduate weekend and other non-traditional formats are likely future success areas. You must be able to find faculty who are

willing to teach on weekends, but there are students there. We started a new program this year in a relatively small community (Watertown, New York). Our university extension people said don't go there with a program as you are not going to get any students. However, we had done our own marketing research and had 25 people enrolled right away.

This independent study program we are going to develop is another form of graduate study, but using self-directed learning formats. We actually use self-directed learning extensively in our graduate program. We also are seeing at Syracuse University a relaxation of some of the formal requirements. For example, we have finally relaxed our more formal residency programs for our EdD students. This hasn't happened yet for our PhD students, but that will come next. We were able to convince faculty outside of Adult Education that our part-time adult students can develop for themselves a very viable residency program through self-directed, contracting techniques.

One of the things we are working on with our students is to increase their professional writing skills. We have instituted a professional writing course. We ask many students to go through a writing center in our building and also encourage students to get published before they finish their graduate program.

We also are working to increase the research skills of students. This is one we have had to fight all the way. Many of our EdD students did not want additional research courses and we convinced them that today, regardless of the degree, advanced research skill is needed. So we have increased the general requirement by one course and encourage additional skill building in terms of using computers. We also encourage all our doctoral students to get a PC the moment they get into our program. We believe they have to be computer literate today. We also try to help our

students become very familiar with the mainframe and the programs that are available there.

Thank you for letting me talk and dream about the future. Actually, much of what I described is the very near future and we must keep up with such change if we are going to be viable adult education professionals.

ANALYZING HIGHER CONTINUING EDUCATION

Jerold W. Apps
Professor Adult/Continuing Education
University of Wisconsin-Madison

As we move toward the 1990s and the twenty-first century, it has become critical that higher education analyze its role in adult continuing education. This analysis can be done on several fronts. We can examine how a college or university integrates older students into its ongoing degree credit programs, we can examine the institution's outreach/extension noncredit activities ranging from workshops and institutes to the work that Agricultural Extension does, and we can examine the institution's efforts for faculty development and training, including an examination of programs that offer degrees in adult/continuing education.

Why An Analysis is Needed

Before I share with you some suggestions on how such an analysis may be carried out I want to (1) share some societal trends that are and will place demands on colleges and universities to pay more attention to adult learners, and secondly, (2) quickly review some of the forces colleges and universities face in the late 1980s.

Jerold Apps, chairman of the University of Wisconsin Department of Vocational and Continuing Education, is the author of several books in adult and continuing education.

Societal Trends

1. Population Changes

   a. Declining Birthrate

      1960 - 23.7 births per 1,000 population

      1975 - 14.6 births per 1,000 population

      1981 - 15.8 births per 1,000 population

   b. Aging Population

      1970 - 14% 60 and older

      1990 - 17% 60 and older

      "Fourth Quarter" Adults (Those 75 or older)

      1970 - 3.75% of population

      1990 - 5.5% of population (13.7 million)

2. Global View

   1981 - Asia and Latin America contributed 81% of immigrants. Since 1979 we have traded more with Asian countries than with Europe.

3. Industrial to Service Society

   Millions of displaced workers seeking retraining for new occupations.

4. Ever Increasing Technology

   --From robots to biogenetics

5. Information revolution, computers to compact disks that can store the equivalent information in the Holy Bible in a small percentage of space on one disk.

   --Implications for retraining.

6. Increasing Illiteracy

--Jonathan Kozol in Illiterate America says 25 million adults can't read the label on a bottle of poison and another 35 million can't read well enough to function in society (60 million functional illiterates). Debate over statistics: U.S. Department of Education says we have 17-21 million illiterate adults. The Ad Council and Coalition for Literacy says 27 million adults are functionally illiterate.

--UN ranked countries of the world in literacy -- U.S. is 49 of 148 member nations.

--Political illiteracy

--Economic illiteracy

Higher Education Forces

1. Decreasing enrollments of traditional age students, and increasing enrollments of older students.

   --1968 - 1/4 of total college enrollment 25 and older.

   --1982 - 39 percent of those attending universities, colleges, professional schools, and junior colleges, both public and private were 25 and older.

   --1992 - 49 percent will be 25 and older.

2. Number of part-time students on the increase.

   --1970 - 32.2% part-time

   --1982 - 41.9% part-time

   --1992 - 47.9% part-time

3. Demands for courses in evenings, on weekends, and off campus.

4. Budget cuts.
5. Competition among colleges and universities for students, research grants, outstanding faculty, and budget dollars.
6. Competition among colleges and universities with other agencies and institutions providing educational offerings. Examples include business and industry and professional organizations. A few weeks ago I heard an editor from Training Magazine say that those firms with 50 or more employees in total spent $29 billion dollars for training programs this past year. And that does not include the salary time for employees when they were attending these educational programs.

   Also, if you haven't read Nell Eurich's book, Corporate Classrooms, I would commend it. She reports a Carnegie study of degree credit work sponsored by business and industry. Some 18 corporations are now offering accredited degree programs ranging from a Ph.D. in Policy Analysis offered by The Rand Institute in California to a Master of Software Engineering offered by The Wang Institute of Graduate Studies.
7. Debate over what the purposes of higher education should be: research, outreach, and campus teaching conflicts.

Analyzing Higher Continuing Education

Framework described below has its roots in philosophy, in terms of its emphasis on language analysis, its concerns for examining the fundamentals, and its struggle with "what should be" questions.

Framework for Analyzing Continuing Education

Aspects	Analytic Approaches		
	Critical	Synoptic	Normative
Aims			
Adults as Learners			
Teaching/Learning			
Curriculum			
Policy Direction			

Critical Analysis

--Identifying assumptions

Can be done by examining what we do and how we do it, and then ask what are the assumptions that undergird this action. We can also examine our reports and our promotional materials and program descriptions and ask: what assumptions are behind these statements.

--Clarifying definitions

--Searching for metaphors

What metaphors do we use when we talk about and write about our work? Do we talk about inputs and outputs and products and bottom lines -- then we are using a factory metaphor. If we talk about strategic planning, doing battle, and putting up a good fight we are using a war metaphor. Are we subtly communicating what we don't wish

to communicate when we use these metaphors? What do we want to communicate? What metaphors will help us do that?

--Examining slogans

Most of us are aware of the slogans we use: Start where the learner is! We are learner oriented! Our programs are based on learner needs! Do these slogans communicate what we really believe about our programs?

--Raising basic questions

We can raise questions that have their roots in philosophy. What do we believe about adults and their potential for learning? Are adults mostly reactive, or proactive, or some combination of both? What is the difference between information and knowledge? How do we react to the current trend of seeing knowledge as product -- something that is bought and sold? What is the place of specialists and authorities? We can also raise questions about ethics. What is the relationship of the educator's values to the participant's values? Which individuals or groups should be given primary concern for continuing education programs?

Synoptic Analysis

Where critical analysis helps us explore in depth various aspects of what we do, synoptic analysis helps us examine, in broad sweeps, the totality of the situation.

We go to such disciplines as psychology, sociology, anthropology, and history to obtain multiple views on adults as learners, the nature of learning, and the societal influences on adult learning.

To obtain a broad view it is often necessary to examine the same questions, for instance how we describe adults as learners, from several perspectives.

Normative Approach

When we follow the normative approach, we make statements about future direction and action; we try to answer the question of what should be. For instance, we make statements about how we believe programs should be planned, how adults should be taught, and what we believe the aims of our programs should be.

There are cautions. Normative statements must be guided by a careful analysis of our situation, an informed view of similar situations, and a knowledge of related research and information. Also, it is easy to be trapped into accepting someone else's philosophy as our own. One's normative statements should reflect the effort of one's critical analysis, study and thought.

Aspects of Continuing Higher Education

Aims

As colleges and universities examine where they are in relation to the future, a fundamental question is the examination of aims. Such an examination should result in a statement of what unique contributions that college or university can make to society and the people it attempts to serve. With the societal press of adults returning to school for both credit and noncredit programs, institutions must carefully examine what they hope to accomplish. For instance, does it make sense for colleges and universities to

continue to follow the market approach to programming which has become common in adult/continuing education? Do we always, as a matter of course, go into a community, do some type of needs assessment and then put together a program to meet these needs? Or is a more logical approach that of looking carefully at the institution's strengths and uniqueness and then communicating that to the public? Or, some combination of the market approach and the "coming from strength" approach?

To what extent should the college or university be a social conscience -- that is offering a forum for discussing current, controversial issues? Is this an appropriate aim?

Many more examples could be given.

Adults as Learners

With attention on increasing numbers of adults participating in both credit and non-credit programs, a series of questions can be asked:

--Must adults participate in something in order to learn? Can our institution be of assistance to the self-directed, independent learner who does not want to attend something?

--Do adults know their needs? Or is some consciousness-raising activity often necessary?

--What do we believe about the potential ability of adults as learners? What do the psychologists say? What do the anthropologists say?

--How does personal history influence an adult's ability to learn?

--Fundamentally, what do we believe about adults' motivation for learning?

Teaching/Learning

Again, as we think about adults in higher education, how does our thinking need to change when we consider teaching and learning? What does teaching mean when teaching adults? Passing on information? Helping derive meaning? Developing a critical attitude and analytic way of examining all information?

Where do media fit -- TV, computers, video, satellites? I recently read about the Electronic University in California where the courses are computer based. There is a National Technological University in Fort Collins, Colorado.

Are the preferred learning styles of younger adults and older adults different from each other? To what extent has television influenced adult learning style preferences?

Curriculum

How do we decide what the curriculum should be, given increasing numbers of older students?

"Changing the curriculum is like moving a cemetery: the dead have many friends."

Must educational needs be identified before the curriculum is built?

Are there other bases for curriculum building that go beyond specialized disciplined approaches?

What is the influence of the so called "information explosion" on curriculum building for colleges and universities?

What is the role of specialists and knowledge experts in curriculum development?

How do we consider the life experience of the adult, his or her personal knowledge when building a curriculum?

Policy Direction

How can we judge the adequacy of the policy statements that come from our institution's decision making?

Some questions to consider:

1. Has a wide assortment of information sources been used in developing the policy statement?
2. Is there a sense of vision in the policy statements?
3. Is there a critical attitude -- a questioning of the worth of what we do, the methods we use to plan and teach, the assumptions we hold about adults as learners, and the purposes of continuing higher education?

Summary

Societal forces plus college and university trends dictate that colleges and universities must look carefully at their future role in working with adults, on and off campus in degree programs, on and off campus in non-credit situations. What I have tried to do is to present a systematic way for institutions to look at themselves, from the perspective of their response to societal forces, particularly the adult learner.

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